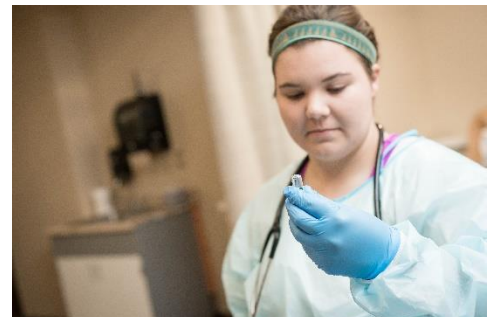




***Future Ready. Community Strong.***

# **Student Handbook 2018-19**

Board approved June 14, 2018



**Burnsville-Eagan-Savage School District 191**

Letter from the Superintendent

Dear Students, Parents/Guardians,

Welcome to the 2018-19 school year in Burnsville-Eagan-Savage School District 191!

At the start of each school year, I’m reminded of why I chose a career in public education when I see the excitement on the faces of our students and our staff members. The first day of school brings smiles and laughs, new friendships, and the promise of growth – social, emotional and academic – over the next nine months.



It’s a great opportunity to refresh our commitment to our core values as a school community – holding high expectations, respecting ourselves and others, acting with integrity, and working in partnership – so that we meet our mission of “Each Student. Future Ready. Community Strong.”

As the One91 community, we try to show those values and live by that mission in everything we do, so you’ll see them reflected in this handbook as a guide for creating safe and successful schools. I encourage you to read through its pages to understand your responsibilities and our commitment to you and your success.

I wish you all the best this school year and look forward to seeing you grow.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cindy Amoroso', with a long, sweeping horizontal line extending to the right.

Cindy Amoroso, Superintendent

Table of Contents

Letter from the Interim Superintendent.....	2	Superintendent:.....	10
Important District Policies to Know .....	3	School Board:.....	10
General District Information .....	5	Procedural Requirements.....	11
District 191 Beliefs about Behavior in School .....	8	■ Application of the Code of Conduct.....	11
Explanation of PBIS .....	8	■ Factors Impacting Discipline Decisions.....	11
Explanation of Roles.....	9	■ Disciplinary Responses.....	11
All students: .....	9	■ Rights to Continued Access to Instruction.....	11
All parents and legal guardians:.....	9	Responses to Behavior .....	12
All teachers: .....	9	Levels of Intervention for Behavior .....	14
Building principals: .....	10	Behavior Response Matrix.....	17
Other school district personnel: .....	10	Parent/Guardian Guide to Statewide Testing .....	24

# **Important District Policies to Know**

This page includes summaries of several Burnsville-Eagan-Savage School District 191 policies regarding student behavior and ensuring a safe and positive learning environment at our schools. The complete text of these and other District 191 policies can be found online at [www.isd191.org/policies](http://www.isd191.org/policies) or upon request from a school or district office. Questions regarding district policies or this handbook can be directed to the building principal, program director or superintendent's office at 952-707-2005.

## **POLICY 404: EMPLOYEE BACKGROUND CHECKS**

District 191 places a high priority on ensuring a safe and healthy learning environment for students. As part of this, all applicants who have been offered employment with the district must complete a criminal background check before they start. This process meets legal requirements.

## **POLICY 413: HARASSMENT AND VIOLENCE**

District 191 is committed to creating safe and supportive spaces where students can learn, and employees can work, without fear of harassment or violence. Any harassing or violent behavior is strictly prohibited in District 191 schools and other buildings, on district property and during district events. We take all complaints of harassment or violence very seriously. We will investigate all complaints and take disciplinary action against any student, teacher, administrator or other school employee who violates this policy.

## **POLICY 419: TOBACCO- AND SMOKE-FREE ENVIRONMENT**

As part of our work to keep a healthful learning environment for students and working environment for our employees, tobacco use of any kind – including electronic cigarettes and tobacco-related devices – is prohibited in all of our schools. This applies to all students, teachers, administrators and other District 191 employees.

## **POLICY 501: SCHOOL WEAPONS POLICY**

No person is allowed to possess, use or distribute a weapon on school property, with specific exceptions. We will enforce this policy and discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

## **POLICY 502: SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON**

School lockers are the property of the district and we maintain exclusive control of lockers provided for the convenience of students. Because of this, we may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant. However, a student's personal possessions within a school locker or being carried by that student may be searched only when school employees have a reasonable suspicion that the search will reveal evidence of a violation of law or school rules.

## **POLICY 505: DISTRIBUTION OF NON-SCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES**

District 191 is committed to protecting students' and employees' rights to free speech while also maintaining effective learning environments. To maintain this balance, we allow students and employees to distribute non-school-sponsored materials on school property as long as it is done at a reasonable time and place and in a reasonable manner. Complete guidelines are available in the online policy manual. If you are interested in distributing materials on school grounds, you must place a request with and get permission from your school principal or administrator.

## **POLICY 506: STUDENT DISCIPLINE**

Students are expected to behave appropriately so that our schools are positive learning environments for all. When students do not follow expected behavior guidelines, school administrators will take appropriate disciplinary action.

#### **POLICY 514: BULLYING PROHIBITION POLICY**

District 191 knows that a safe and civil learning environment is essential for all students to achieve to their highest capabilities. Therefore, bullying, whether by an individual or a group, is expressly prohibited in District 191 schools, on school property, at school events and activities, and on school transportation. Condoning or supporting another student's act of bullying is also prohibited. Although we cannot monitor all students' actions at all times, we will investigate and respond to any bullying behavior that negatively affects the school environment and educational rights of other students. This includes cyberbullying.

#### **POLICY 520: STUDENT SURVEYS**

Occasionally, we will use surveys to gather student opinions and information about students. These surveys will be to help the district better achieve its mission.

#### **POLICY 524: INTERNET ACCEPTABLE USE AND SAFETY POLICY**

We understand the importance of students being able to access resources on the internet, both for current educational work and to help ensure students have the skills they need for future study and work. We provide students access to our computer system, including the internet, expressly for educational purposes, including classroom activities, research and college/career readiness activities. Students are expected to use our system in a safe manner and for these appropriate purposes. If the system is used in an unacceptable manner, students may face consequences as outlined in this policy.

#### **POLICY 526: HAZING PROHIBITION**

Hazing activities of any type are prohibited at all times whether they happen on or off school property, during or after school hours. Hazing activities can mean doing something to a student or coercing a student to do something that could cause harm in order for that student join or be part of a group or organization. More details about what constitutes hazing can be found in the online policy manual.

#### **POLICY 527: STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES**

Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

#### **POLICY 529: STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS**

We are committed to maintaining safe learning and working environments for our students and staff. As part of this commitment, we provide classroom teachers and other school staff members notice about students' history of violent behavior. Before we do so, we will inform the student's parent or guardian.

# General District Information

## **APPLY FOR EDUCATIONAL BENEFITS (FREE/REDUCED PRICE MEALS)**

Parents/Guardians are encouraged to apply to receive educational benefits. If your family qualifies, your students can receive free or reduced-price meals and possibly other benefits, including discounts for participation in athletics, band and other activities. In addition, some school funding is based on number of students who qualify for benefits. So by filling out an application, you are helping to ensure every school in District 191 gets all the funding it deserves.

Applications may be completed online at [www.isd191.org/edbenefits](http://www.isd191.org/edbenefits). Paper applications are available online, at school buildings and at the District Office. A new application must be completed each school year. Call 952-707-2051 if you need assistance with the application process.

## **FIELD TRIPS**

Students take both transported and walking field trips to broaden their educational experiences. Parents are often asked to help with supervision. An informational letter and permission form will be sent home and this must be completed and returned to the school before a student may go on a field trip.

## **FOOD POLICY**

The State Department of Health requires that food served in schools be obtained from appropriate sources. Food prepared in a home will not be distributed in school. Families must adhere to the district's Wellness [Policy 533](#) and must also check with school staff before sending in treats for a party or other event.

## **HUMAN GROWTH AND DEVELOPMENT**

Each school year, 4th (girls only), 5th and 6th grade students receive Human Growth and Development classes. A licensed school nurse teaches these classes which are designed to promote a healthy attitude toward maturing bodies and an awareness of the physical and emotional changes that occur during the adolescent years. Boys and girls are instructed separately at each grade level. The school nurse will also be teaching the state-mandated Human Immunodeficiency Virus (HIV) education along with communicable disease education to 6th grade students. Dates for these classes are communicated through newsletters and websites. Parents or guardians must contact the school if they do not want their child to participate. Children not participating in this class will take part in other health classes led by a classroom teacher. Questions related to human growth and development and Human Immunodeficiency Virus (HIV)/communicable disease education may be directed to the school nurse.

## **ILLNESS AND INJURY**

In case of illness or significant injury at school, a parent or guardian will be notified by the Health Office staff. Transportation home and all medical care is the responsibility of the parent or guardian. If a parent or guardian cannot be reached, the emergency contact will be called. The person designated as an emergency contact must be able and willing to provide transportation and supervision for the student. It is important that the emergency contact information is current for all students. If emergency contact cannot be reached, 911 will be called as necessary.

In most cases, children should remain at home for 24 hours after antibiotics have been started. Students should be fever free for 24 hours before returning to school. Please see the district health services website for more information regarding "Is My Child Too Sick for School Today?" which will provide general guidelines regarding if your child should attend school when ill. If a student becomes ill with a communicable disease, please notify the school.

## **IMMUNIZATION RECORDS**

In order for students to enroll or remain enrolled in elementary or secondary schools, Minnesota state law requires documentation of required immunizations or written proof of exemption. Students will not be allowed to start school until this information or an appropriately signed legal exemption is provided to the district. A list of the required immunizations, the entire District 191 Immunization Policy 530 and immunization forms are available on the district website, [www.isd191.org](http://www.isd191.org), or in the school health office.

### **LATEX-SAFE SCHOOLS**

To safeguard the health of students and staff who have latex allergies, all schools take steps to minimize exposure to natural rubber latex. No latex balloons are allowed. Students with latex allergies should notify the building nurse at their school so that accommodations can be made.

### **LOCKERS (SECONDARY SCHOOLS)**

All lockers are school property and may be opened at any time by school officials. The school is not responsible for replacing lost or stolen student property. Replacement costs will be assessed for school property reported missing from a student's locker unless forced entry can be demonstrated. Lockers should always be locked properly and kept in good condition. Theft from lockers should be reported immediately to the police liaison officer or the main office. Students should not tell anyone their locker combination. If a locker is not operating properly, report it to the attendance desk.

Students enrolled in physical education are assigned a locker. Students are encouraged to mark all of their personal clothing and equipment with appropriate identification. These lockers must be cleared of all clothing and equipment as directed by school staff at the end of scheduled terms. The school will not assume responsibility for the return or condition of student equipment or clothing left in lockers.

Students may also be assigned athletic lockers for use during a specific athletic season. On the date that equipment is due at season's end, all locks and belongings must be removed.

### **MEDICATIONS**

If a student needs to take medicine at school, a parent must contact the school nurse. Teachers cannot be responsible for a child's medication. Rather, medications must be sent to the school nurse in the original prescription bottle or original packaging along with a note from the parent/guardian providing permission for the medication to be administered during the school day. All medications dispensed at school require a doctor's order. This includes over-the-counter medications. Please refer to the district website for the medication Policy 516. For more information, contact the school nurse.

### **PERMITTED ACTIONS**

As allowed by Minnesota state law, there are some instances when reasonable force may be used toward a student without the student's permission. This includes when a parent/guardian, teacher or other caretaker needs to restrain or correct the student, to keep the student from injuring himself/herself or others, or to prevent the student from damaging property.

For more information, please review MN Statute §609.379.

### **REPORTING CHILD ABUSE/NEGLECT**

District 191 will seek to protect children whose health and welfare may be jeopardized through physical abuse, neglect, truancy or sexual abuse. All district employees are required by state law to report suspected misconduct toward children and to maintain the confidentiality of such data. Policy 414

### **SCREENING**

Every school year, students participate in grade level vision screening. Students also receive hearing and/or vision screening upon request from their parents or guardians or if the teacher suspects that there may be a hearing or vision concern that is affecting the student's ability to learn. Please visit the Health Services webpage on the district website for a list of the grade level screenings. *If you do not wish for your child to receive health screening, please inform your school health office.*

### **SECTION 504**

Section 504, a provision of the Federal Rehabilitation Act, ensures access to a free and appropriate public education for individuals with a qualifying disability by prohibiting discrimination based on a disability. A student may qualify for a 504 plan if he or she has a mental or physical condition for which reasonable accommodations are necessary in order to make progress in school. Questions about Section 504 services may be directed to the building 504 contact or Individualized Student Services Department (952) 707-2082.

## **SPECIAL EDUCATION**

Students with disabilities who have been evaluated and found to be eligible for special education receive specialized instruction and supports based on their identified needs. Licensed special education teachers provide services that are identified on a student's Individual Education Program (IEP) plan including, when necessary, services from speech, occupational and physical therapists, nurses, school psychologists, and school social workers. Prior to a referral for a special education evaluation by a general education teacher at least two evidence based interventions are implemented to see if the student makes academic and/or behavioral progress. If a parent/guardian believes their child has a disability that is interfering with progress in the general education classroom, they may request a special education evaluation by contacting the building principal.

## **STUDENT DATA PRIVACY POLICY**

The District 191 Board of Education Policy 515 requires the district to comply with the Federal Family Rights and Privacy Act and the Minnesota Government Data Practices Act.

In District 191, educational data are recorded on individual students in areas related to health, academic progress, attendance, testing and special education. Most information in education records is considered private and available only to the student, the student's parents/guardians if the student is not yet 18 years old, and to the school staff who need the data to provide services to the student, unless permission is granted by the student or parent/guardian.

However, according to state and federal guidelines, information that is considered to be directory information may be released to the public without permission of the student or parent/guardian. This includes:

- Student's name;
- Gender;
- Address;
- Telephone number;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees and awards received;
- Photographs for school-approved publications, newspapers and videotapes.

If a student or parent/guardian does not wish any or all of this information to be made public, he or she can "opt out" by notifying his or her school principal in writing.

If the decision is made to opt out, then the student will be excluded from all published information including:

- Honor rolls;
- Programs for concerts and theater performances;
- Athletic programs;
- Yearbooks;
- Press releases, etc.

# District 191 Beliefs about Behavior in School

District 191 discipline policies and this student handbook are based on research regarding what is working well across the country. Our most important responsibility is to support the success of all our students while they are in school. We also want to prepare them for successful lives after graduation.

We must teach, grow and enhance our students' experiences in four main areas: academic achievement; connection to school and community; social-emotional learning, and college and career readiness.

With this in mind, we will:

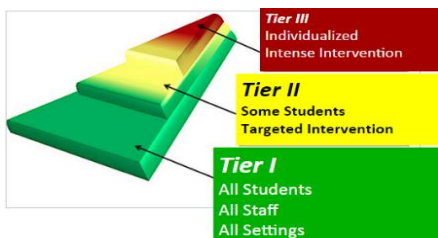
- Have consistent school-wide expectations and make sure students and adults know them.
- Teach and encourage desired behaviors so students know what is expected of them.
- Focus on rewarding positive behavior rather than just punishing negative actions.
- Create expectations and rules that address the diverse cultural needs of our students and staff members.
- Promote equitable actions and always look for ways to be more responsive to the cultures of our students.
- Understand all viewpoints when responding.
- Build stronger relationships between students and their classmates, and between students and school staff members.
- Include students instead of excluding.
- Restore and repair relationships when needed.

## Explanation of PBIS

All District 191 schools use Positive Behavioral Interventions and Supports (PBIS) as a way to teach school-wide expectations and to let students know when they have met those expectations.

### PBIS shows that:

- Students learn better when they are taught the school expectations and given the chance to practice them.
- Students are more likely to follow the school expectations when they are recognized for doing what they are supposed to be doing.
- Some students need extra support when it comes to behavior. PBIS has three steps to help support them.



### Students who need additional support may benefit from:

- Additional lessons or instruction on the expected behavior, or skills that will help them meet the expected behavior (refocusing, self-control, self-advocacy, etc.).
- More opportunities to practice the behavior.
- Increased supervision by adults.
- Looking at what has worked for the student in the past, and doing it again.



# Explanation of Roles

It is the responsibility of all stakeholders to promote a safe and inclusive learning environment.

## **All students:**

shall be held individually responsible for their behavior and for knowing and following the Code of Student Conduct and related district policies.

Students should...

- Build and maintain positive, respectful relationships with school staff and caregivers. Have a go-to adult in the building.
- Observe and follow the routines and expectations taught by school staff and administrators.
- Understand the behavior response matrix of expectations and display behaviors in accordance with its content.
- Accept redirection and have open communication with adults.
- Be responsible and accountable for individual academic and social success.
- Do the right thing, even when no one is looking.
- Adhere to all Board policies.

## **All parents and legal guardians:**

shall be held responsible for the behavior of their children as determined by law and community practice. All parents and legal guardians are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Parents and guardians should...

- Establish a positive relationship with someone at the school where communication can readily occur.
- Partner with the school in regard to rules and policies.
- Show and model respect for other students and families.
- Work with staff in a mutually respectful manner focusing on the success of your student.
- Emphasize the importance of being prepared for school, both physically and emotionally. Teach and model skills for following routines and expectations in order to achieve academic and social success.
- Ask for help or information from the school when necessary.

## **All teachers:**

shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall promote use of the Code of Student Conduct.

Teachers should...

- Develop a classroom community and learning environment that provides for academic and social success for ALL.
- Build and maintain positive, respectful relationships with all students and their families.
- Hold high expectations for behavior and academics for all students.
- Teach and model expectations in accordance with the school's Positive Behavioral Interventions and Supports (PBIS) matrix.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate and partner with caregiver(s) in a positive, consistent, proactive, and culturally respectful manner.
- Acknowledge, honor and respond to both positive and negative behaviors.
- Maintain a positive attitude and professional learning environment for ALL.

## **Building principals:**

are given the responsibility and authority to formulate building rules and regulations necessary to enforce this Handbook. The principal shall give direction and support to all school personnel performing their duties within the framework of this Handbook.

Building principals should...

- Create a warm, welcoming and positive learning environment for ALL.
- Hold high expectations for students and staff.
- Teach and model expectations in accordance with the school's PBIS matrix.
- Lead/support building development that improves classroom management skills of teachers and promotes a positive learning environment.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate regularly with caregiver(s) in a positive, consistent, proactive and culturally respectful manner.
- Acknowledge, honor and respond to both positive and negative behaviors.

## **Other school district personnel:**

shall be held responsible to work with building administration under the guidance of the superintendent to foster a positive, safe environment.

Other school district personnel should...

- Contribute to a positive, safe, atmosphere that provides learning opportunities for ALL.
- Accept responsibilities as related to school behavior under the direction of the superintendent.
- Work to support building principals in setting and supporting the school Code of Conduct.
- Model and adhere to the school Code of Conduct and lead an equitable model of behavioral management which contributes to increased learning.
- Hold high expectations for all staff and students.

## **Superintendent:**

shall be responsible for designing, enhancing, and overseeing all behavior policies and enforcement subject to School Board approval. The superintendent will give direction and support to building principals and other district personnel to perform their duties within the framework of this handbook.

The superintendent should...

- Ensure policy is aligned with best practices and the Strategic Roadmap as outlined by the Board of Education
- Lead/support building principals and other district personnel to improve classroom management processes and promote a positive learning environment.
- Ensure building principals and other district personnel are seeking to treat all students equitably and design policy accordingly.
- Hold high expectations for all staff and students.

## **School Board:**

is given the responsibility and authority to govern and oversee all policies relating to behavior management. The School Board will ensure behavior policy can allow for positive, safe, and productive learning environments in all district schools.

School Board members should...

- Approve all district policies related to behavior management systems.
- Seek to provide equitable outcomes for all students in the district.
- Support and provide guidance to the superintendent in designing policies related to behavior management systems.
- Support all personnel with implementing best practices.
- Hold high expectations for all students and staff.

# Procedural Requirements

## ■ Application of the Code of Conduct

The disciplinary responses set forth in the District 191 code of conduct apply to students at all times while they are on District 191 property or while attending a District 191 event. District 191 property means any school or other facility, including grounds owned or operated by District 191, buses and other District 191 vehicles, bus stops, and the facility and grounds of any District 191 activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the administration believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

A student can never be punished physically.

## ■ Factors Impacting Discipline Decisions

District 191 staff shall make disciplinary decisions using clear, developmentally appropriate criteria, ensuring that consequences applied are proportional and consistent with:

1. The student's age;
2. Previous severe disciplinary infractions, including the nature of prior misconduct, the number of prior instances of misconduct and the progressive disciplinary measures implemented for such misconduct;

3. Cultural or linguistic factors that may provide context to understand student behavior;
4. The circumstances, including the nature and seriousness of the offense, surrounding the incident ;
5. Other mitigating or aggravating circumstances;

Factors and circumstances will be considered, at the district's discretion, on a case-by-case basis.

## ■ Disciplinary Responses

District 191 uses a continuum of instructional strategies and disciplinary responses to support student development and positive school environments.

The pages that follow establish levels of responses to defined disciplinary infractions, as follows:

- Responses to Behavior;
- Levels of Intervention for Behavior;
- Disciplinary Response Matrix;

## ■ Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences.

Each student suspended in excess of five days, or who has been expelled out of school and has not enrolled in another district, shall receive daily classwork and assignments from each teacher that shall be requested from teachers by administration or designee.

# Responses to Behavior

<b>Behavioral Contract</b>	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
<b>Check-in with School Counselor/Resource Specialists</b>	Prompting a student to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker or coach who has a relationship with the student.
<b>Classroom-based Responses</b>	Prompting a student to reflect on his/her behavior using classroom strategies such as time-out, teacher–student conference, reflection, redirection (e .g., role play), seat change, call home, loss of classroom privilege or apology letter, and re-teaching expectations.
<b>Classroom Removal (limited to one class period)</b>	Removing a student from the classroom setting in order to reintroduce the student in a successful way. This intervention shall not exceed one class period or otherwise determined by an administrator/designee.
<b>Classroom Removal (more than one class period)</b>	Removing a student from the classroom setting to work with assigned support staff in order to reintroduce the student in a successful way. This intervention shall not exceed three class periods or otherwise determined by an administrator/designee. In no case may a student be prohibited from attending a class or activity period of time exceeding five days under this response.
<b>Community Service</b>	Recommending student to participate in an activity that serves and benefits others in the school or broader community (e .g. working at a soup kitchen, cleaning up public spaces, or helping at a facility for the elderly).
<b>Conflict Resolution</b>	Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents, guardians, teachers, school staff, and/or principals engage in activities that promote problem- solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
<b>Detention</b>	Requiring a student to report to a designated classroom before school, during a free period, after school or on the weekend for a set period of time.
<b>Dismissal</b>	Denying of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
<b>Exclusion</b>	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
<b>Expulsion</b>	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Board.
<b>Loss of Privileges</b>	Temporarily denying of a student privilege.

<b>Mentoring Program</b>	Pairing students with mentors (e .g. counselor, teacher, fellow student, or community member) who help with their personal, academic, and social development.
<b>Parent Outreach</b>	Informing parents/guardians of their children’s behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
<b>Plan for Success/Contract</b>	Developing an agreement between the student, school and family to create opportunities for change.
<b>Referral to an Alternative Education Setting</b>	Recommending a student to a building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement.
<b>Referral to Community-based Organizations</b>	In consultation with principal or designee, referring students for a variety of services, including after- school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
<b>Removal from School</b>	Removing a student from classes for more than one class period, but less than one day.
<b>Restitution</b>	A consequence that results in restoring and improving an environment, formally apologizing, or compensating for loss, damage, or injury; community services.
<b>Restorative Practices</b>	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
<b>Suspension</b>	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.

# Levels of Intervention for Behavior

## LEVEL 1 – Teacher Initiated Response

*An Office Discipline Referral would not be typically completed at this stage.* These responses aim to change the conditions contributing to the negative behavior and typically will be instituted in a graduated fashion; however, a teacher may exercise discretion to tailor a response to a particular situation:

- Classroom based responses (verbal correction, written reflection, reminder, redirection, break/processing, daily progress);
- Classroom detention (Additional dedicated skill building time);
- Restorative practices;
- Loss of privileges connected to the infraction;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- Collaboration with support staff (EA, Case Manager, School Counselor, Mentor, Coach, Family Support Worker, etc.);
- Collaboration with Community Based Organizations.

## LEVEL 2 – Teacher Initiated Response with Office Support

*An Office Discipline Referral would be created in this situation but would include ongoing Level 1 interventions. Partnership with teacher and administration.* These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior:

- Classroom based responses (verbal correction, written reflection, reminder, redirection, break/processing, daily progress);
- Plan for Success/Contract;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- School-based or outside facilitated conflict resolution;
- Detention (Additional dedicated skill building time);
- Temporary classroom removal;
- Parent/Guardian conference;
- Home visits;
- Informal and/or preventative school-based mentoring;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;<sup>1</sup>
- Referral to mental/chemical/emotional services;
- Loss of privileges connected to the infraction;
- Collaboration with Community Based Organizations;
- Notification to extra-curricular supervisor;
- Restorative practices;
- Restitution.

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<sup>1</sup> These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.

### LEVEL 3 – Support and Administrative Responses

*An Office Discipline Referral would be completed and the administrator would coordinate interventions.* These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses intent is to intervene in an intense, collaborative, and significant way in order to alter the behavior without removing the student from school. These responses may include short-term removal of a student but should be inclusive and practical in nature in order to change the long-term outcomes:

- Classroom based responses (verbal correction, written reflection, reminder, redirection, daily progress);
- Plan for Success;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- School-based or outside facilitated conflict resolution;
- Detention (Additional dedicated skill building time);
- Temporary classroom removal;
- Parent/Guardian conference;
- Home visits;
- Informal and/or preventative school-based mentoring;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;<sup>2</sup>
- Referral to mental/chemical/emotional services;
- Loss of privileges;
- Notification to extra-curricular supervisor;
- Restorative practices;
- Restitution;
- Classroom removal;
- In-school suspension;
- In-school intervention;
- Collaboration with Community Based Organizations.

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<sup>2</sup> These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.

## LEVEL 4 – Support, Administrative and Removal Responses

*Immediate notification would be made to the office in this situation. Administration would be working collaboratively with each other to collect information and make a determination for placement.* These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time.

- Parent/Guardian and Student conference [with administrator(s)];
- Involvement of School Resource Officer;
- Loss of privileges/removal from extracurricular activities (referral to Athletic Director);
- Restitution;
- Manifestation Determination<sup>3</sup>
- Formal mentoring program;
- Classroom removal;
- In-school suspension;
- Suspension;
- Referral to an alternative education setting;
- Recommendation for expulsion;
- Collaboration with Community Based Organizations.

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<sup>3</sup> *These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.*



# Behavior Response Matrix

The following are examples of unacceptable behavior subject to disciplinary action by the school district. Although progressive discipline is preferred, the district, nonetheless, has the authority to bypass levels on a case-by-case basis. These examples are to clarify some behaviors but do not represent all behavior that may lead to disciplinary action. School Board Policy 506 gives the broad language regarding unacceptable behaviors and disciplinary action. Additional, related policies are referenced below, and in Policy 506. Please see page 11, "Factors Impacting Discipline Decisions," to help understand context around responses.

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	<b>LEVEL 1</b> <b>Classroom and Support Responses</b> (teacher coordinates intervention, no office discipline referral)	<b>LEVEL 2</b> <b>Classroom and Support Responses</b> (teacher coordinates intervention, partners with office, office discipline referral required)	<b>LEVEL 3</b> <b>Support, Administrative Responses</b> (teacher initiates intervention, office coordinates intervention, office discipline referral required)	<b>LEVEL 4</b> <b>Support, Removal Responses</b> (office coordinates intervention, may include removal, office discipline referral required)
<b>Scholastic Dishonesty/ Misrepresentation</b>  <i>Policy 506</i>	Plagiarizing (taking someone else's work or ideas for students in grades 6-12), forgery (faking a signature; electronic or actual) of a teacher or parent/guardian); or cheating.			
		Tampering with, or assisting another to tamper with student information or assessment systems.		
<b>Alcohol</b>  <i>Policies 417, 418</i>			Being under the influence.	
			Using or possessing alcohol.	
				Distributing/selling alcohol.
<b>Arson</b>  <i>Policy 506</i>	Setting or attempting to set a fire or helping others to set a fire.			
<b>Assault</b>  <i>Policies 413, 506</i>		Engaging in behavior that intentionally causes or threatens.		
<b>Bullying</b>  <i>Policy 514</i>			Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.	
			Materially, substantially interfering with another student's right to learn or participate in school activities.	

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
<b>Bullying (cont.)</b> <i>Policy 514</i>		Using electronic communication that significantly disrupts another student’s right to learn or participate in school activities.		
<b>Bus Misconduct</b> <i>Policies 506, 709</i>	Breaking any bus and/or school rules while waiting for, riding, and leaving the bus. In addition to possible loss of transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for the specific behaviors.			
<b>Destruction of Property</b>  <i>Policy 506</i>	Causing accidental damage.			
		Causing intentional damage to property.		
<b>Disrespect</b>  <i>Policy 506</i>	Making inappropriate gestures, verbal or written comments, or symbols to others.			
<b>Disruption</b>  <i>Includes, but is not limited to the actions listed in this matrix</i>  <i>Policy 506</i>	Engaging in minor behavior that distracts from the learning environment.			
	Persistently or habitually engaging in minor behavior that distracts from the learning environment ( e.g. talking out of turn, throwing small items, horseplay).			
	Engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others; gang symbols, drawings/messages, or any other type of insignia to display association with an organization that is disruptive to the learning environment.			
	Possessing or using any object that causes distraction, such as wallet chains, lighters, radios, squirt guns, games, laser pointers, etc., is prohibited. If a nuisance object is used in a manner which constitutes a threat, physical assault and/or a weapon violation, the appropriate consequences will be applied.			

Behavior		Lowest level should be considered first, followed by progressively more intensive consequences.			
		LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Disruption (cont.)  Policy 506		Engaging in an inappropriate behavior of a sexual nature.			
		Engaging in intentional, negative actions that significantly disrupt the rights of other students and/or school community members to learn and be safe.			
		Filming or recording in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property.			
Dress Code  Policies 504, 506		Displaying dress or personal grooming that presents a danger to student’s health or safety, provides inadequate coverage or is suggestive, causes an interference with work, or creates classroom or school distraction is not allowed during school or at school-sponsored events. Such attire includes, but is not limited to, chains, clothing with drugs, weapons and/or alcohol, sexually explicit or suggestive messages, or representations that are inappropriate or demeaning to any groups, or that shows gang affiliation.			
Driving  Policy 506			Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited.		
Explosives/Bomb Threat		Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops," which should be treated as a disruption).			

Behavior		Lowest level should be considered first, followed by progressively more intensive consequences.			
		LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Policies 501, 506					Detonating or possessing and/or threatening to detonate an incendiary device or material, as described above.
Fighting	Engaging in shoving, pushing, or otherwise being physically aggressive toward others (e.g. intentional bumping, body checking, pushing).				
			Engaging in a fight.		
			Engaging in a fight that extends beyond staff interference.		
Firearms					Possessing a firearm as defined by school district/state policy.
Harassment			Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion or other characteristics, and that interfere with a student’s ability to participate in or benefit from the school’s educational programs.		
			Unwelcome sexual advances; requests for sexual favors; and/or other inappropriate verbal, written, or physical conduct of a sexual nature; directed toward others. (Consideration would need to be particularly given to the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and responses.)		
Policies 413, 506					

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
		Creating an intimidating, hostile, or offensive academic environment; substantially or unreasonably interfering with an individual’s academic performance; or, otherwise adversely affecting an individual’s academic opportunities.		
Hazing Policy 526			Committing an act against another student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.	
Illegal Drugs/ Controlled Substances Policies 417, 418		Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.		
		Using, possessing (including paraphernalia) or being under the influence of illegal drugs.		
		Distributing or selling non-illegal drugs or look-alike substances.		
		Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to a risk of harm.		
Inappropriate Use of Personal Electronic Devices Policies 506,	Using or displaying a personal electronic device that causes a disruption.			

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
<b>Insubordination</b> <i>Policy 506</i>		Repeatedly or persistently defying or refusing to follow directions of teachers, staff, or administrators.		
<b>Other Firearms/ Weapons/ Knives</b> <i>Policy 501</i>		Possessing, using, or threatening to use a look-alike gun or facsimile (e.g. water gun).		
		Possessing, using, or threatening to use a non-firearm gun.		
		Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.		
		Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.		
		Using or threatening to use, a knife or other implement as a weapon with intent to cause serious bodily harm.		
		Distributing or selling weapons.		
<b>Tardiness</b> <i>Policies 503, 506</i>	Arriving late to the assigned school locations (class).			
	Persistently (more than three times) arriving late to class or school without an excuse.			

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Theft  Policy 506	Taking or obtaining property of another without permission and/or knowledge of the owner.			
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.		
			Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement.	
Tobacco  Policies 419, 506			Using or possessing tobacco/tobacco related devices.	
Truancy  Policies 503, 506	Being willfully absent from class without lawful excuse for one or more class periods on seven different school days.			
Verbal Abuse  Policy 506	Engaging in verbal behavior that involves an expressed or implied threat to interfere with an individual’s personal safety, academic efforts, employment, or participating in school-sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm is about to occur, or “fighting words” that are spoken face-to-face as a personal insult to the listener or listeners in personally abusive language inherently likely to provoke a violent reaction by the listener to the speaker is prohibited.			



# Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

## Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

## Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

## Academic Standards and Assessments

### What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

### What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

#### Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

#### ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.



## Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

## Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

## What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

## When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

## When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

## How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

## Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

## Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us) (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three page form on the district website and include it in district student handbooks.

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

**To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.**

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date \_\_\_\_\_ (This form is **only** applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

**Please initial to indicate you have received and reviewed information about statewide testing.**

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](#) (Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading      \_\_\_\_\_ MCA/MTAS Science  
\_\_\_\_\_ MCA/MTAS Mathematics      \_\_\_\_\_ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

**I understand that by signing this form, my student will lose one opportunity to receive a qualifying score that could potentially save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My student will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability. My school and I may lose valuable information about how well my student is progressing academically. In addition, refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning.**

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only. Student ID or MARSS Number \_\_\_\_\_



For information about this handbook, contact District 191  
at (952) 707-2000 or [info@isd191.org](mailto:info@isd191.org).



Burnsville-Eagan-Savage School District 191  
200 W. Burnsville Pkwy.  
Burnsville, MN 55337  
[www.isd191.org](http://www.isd191.org)